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LARGE LECTURE SECTION QUESTIONNAIRE. SUMMARY OF RESPONSES.

PENNSYLVANIA UNIV., PHILADELPHIA;UNIV.PLAN.OFFICE

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TO ASSIST IN STUDYING THE PROBLEM OF ACCOMMODATING LARGE CLASS SECTIONS, THE PENNSYLVANIA UNIVERSITY PLANNING OFFICE CONDUCTED A STUDY TO DETERMINE THE NATURE OF THE EXPERIENCES WITH LARGE GROUP TEACHING IN FORTY-TWO MAJOR COLLEGES AND UNIVERSITIES THROUGHOUT THE COUNTRY. RESPONSES BY THIRTY-SEVEN INSTITUTIONS ARE INCLUDED IN THIS REPORT INDICATING UNDER-GRADUATE ENROLLMENT, SIZE OF THE LARGE LECTURE SECTIONS, ESTIMATED RESULTS OF LARGE GROUP PRESENTATIONS, TYPE OF FACILITIES AVAILABLE, THE INSTITUTION'S INTENT TO CONTINUE THESE SECTIONS, AND ANY ADDITIONAL COMMENTS BY THE RESPONDENTS ON THE USE OF LARGE LECTURE PRESENTATIONS. INFORMATION IS LIMITED IN THAT NO SIGNIFICANT INFORMATION IS PROVIDED ABOUT RESPONSES OF FACULTY AND STUDENTS TO THE VARIOUS METHODS OF DEALING WITH LARGE COURSE ENROLLMENTS. THE EXTENT TO WHICH FACTORS OF ECONOMY, EFFICIENCY, EDUCATIONAL PHILOSOPHY, OR SIMPLE EXPEDIENCE WHICH MAY AFFECT THE DECISIONS TO SCHEDULE LARGE LECTURE SECTIONS WAS NOT REVEALED BY THE STUDY. THE MAJORITY OF RESPONSES INDICATED THAT A LARGE GROUP PRESENTATION HAS GIVEN VERY SATISFACTORY TO ADEQUATE RESULTS AND MOST PLAN TO CONTINUE THIS TYPE OF PRESENTATION. (BH)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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# UNIVERSITY OF PENNSYLVANIA

## UNIVERSITY PLANNING OFFICE

## LARGE LECTURE SECTION QUESTIONNAIRE
## SUMMARY OF RESPONSES

To assist in the study of the problem of accommodating large class sections, the University Planning Office contacted forty-two major colleges and universities throughout the country to determine the nature of their experience. A questionnaire (copy of which is attached) was circulated to all schools. A total of thirty-seven responses was received from schools with undergraduate enrollments ranging from 1,533 to 27,495. Considerable variation was noted in the nature of the responses in terms of completeness and clarity. Twelve responses were incomplete (one or more questions not answered) and one[1] provided statistical information in such a form as to make it impossible to determine whether the numbers enrolled in a given course actually met in a single lecture session or were subdivided into small groups. In addition four schools listed one or more sections which exceeded in size (one lists a single class of over 2,200) the capacity of the largest facility they indicated having. However, since all four listed other sections with numbers well within room size capacities they are included in the appropriate columns in the tabulation.

Of the thirty-seven schools responding to the questionnaire, twenty-nine (including the incomplete and unclear cases described

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1. This one is not included among the twenty-nine schools having sections over 250.

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above) acknowledged having lecture sections of over 250. Of these twenty-nine, fourteen had lecture sections exceeding 500. Six had no lecture sections over 250 and one response[1] was not clear. All six of the schools having no sections over 250 also indicated that they had no plans to start such sections.

On the question of future plans twenty-seven schools indicated their intention to continue scheduling lecture sections over 250, one was undecided and nine did not respond.

In indicating satisfaction with large lecture sections sixteen schools checked very satisfactory, eleven checked adequate and two made no response. Of the sixteen who were very satisfied five added qualifying statements about the need for small follow-up classes, restriction of large classes to freshman and sophomore subjects, or the pressure of enrollments.

No relationship was revealed between large lecture sections and particular courses. In addition the practice of scheduling large lecture sections was well distributed among schools of all sizes, although the larger schools, as might be expected, had larger numbers of large sections.

Unexpected information was provided in responses describing the use of closed circuit television. Ten schools included CCTV among the facilities used for dealing with large sections. Eight of these ten were among the nine largest schools responding. It should be noted that nine of the ten using CCTV break

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1. This one is not included among the twenty-nine schools having sections over 250.

the large lecture sections down into small numbers. Only one indicated using CCTV to teach a single class of over 250 in one room.

With the exception of a study[1] provided by Pennsylvania State University, no significant information was provided about educational attitudes, or the responses of faculty and students to the various methods of dealing with large course enrollments. One school acknowledges experimenting with, "larger and larger classes", while another reveals its hope "...to provide more small sections...". The extent to which factors of economy, efficiency, educational philosophy, or simple expedience affected the decisions to schedule large lecture sections was not revealed by the study. The effects of large section teaching on learning effectiveness or faculty-student relationships was also not included in the information provided.

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1. Closed Circuit Television for Teaching in Colleges and Universities, Leslie P. Greenhill, Pennsylvania State University, Revised March 1964.

| | Large Lecture Section Questionnaire -- T | | | | |
|---|---|---|---|---|---|
| Respondent | Under-Graduate Enrollment Reported | Lecture Sessions 250-500 | Lecture Sessions Over 500 | Very Satisfactory Adequate Inadequate | Plan to Continue |
| Johns Hopkins University | 1,533 | 1 | 0 | VS[1] | Y[2] |
| University of Chicago | 2,146 | 5 | 1 | VS[1] | Y |
| Columbia University | 2,690 | 0 | 0 | -- | - |
| Dartmouth College | 3,058 | 2 | 0 | A | Y[1] |
| Princeton University | 3,190 | 4 | 0 | VS[1] | Y[1] |
| Massachusetts Institute of Technology | 3,557 | 8 | 0 | A | Y |
| Washington University | 3,600 | 1 | 0 | A | Y |

| onnaire -- Tabulation of Responses | | | UPO (YR) 6/65 |
|---|---|---|---|
| cy e | Plan to Continue | Facilities Available | Comments |
| | Y[2] | Public address, projection and special Chemistry demonstration facilities. Capacity --328. | 1 When supplemented by discussion sessions.<br>2 "Certainly in Chemistry." |
| | Y | 8 rooms. Capacity from 258 to 1,950. Public address and slide projection. | 1 When supplemented by small discussion groups. Planning 500 seat audio-visual equipped hall with science dem. facilities. No CCTV. |
| | - | | |
| | Y[1] | 2 rooms. Capacity 736 and 910. Public address and projection. | 1 When numbers require. |
| | Y[1] | 2 halls. Capacity 500 each. Public address and projection. | 1 For lectures only. |
| | Y | 2 halls. Capacity 514 and 595. Public address and projection. | |
| | Y | Unspecified number of rooms. Capacity from 250 to 450. | |

| Respondent | Under-Graduate Enrollment Reported | Large Lecture Section Questionnaire -- Lecture Sessions 250-500 | Lecture Sessions Over 500 | Very Satisfactory Adequate Inadequate | Plan to Continue |
|---|---|---|---|---|---|
| University of Southern California | 3,780 | 1 | 0 | A | Y |
| Yale University | 4,003 | 8 | 0 | VS | Y |
| George Washington University | 4,875 | 0 | 0 | -- | - |
| Stanford University | 5,729 | 2 | 1 | VS | Y |
| Northwestern University | 6,205 | 10 | 1 | A | Y |
| University of North Carolina | 8,209 | 2 | 0 | VS | Y |
| Cornell University | 9,150 | 7 | 1 | undecided | no deci |

re -- Tabulation of Responses

| Plan to ntinue | Facilities Available | Comments |
|---|---|---|
| Y | Lecture room. Capacity 353. Public address and projection. | One Biology lecture which divides into 15 lab sections. |
| Y | Rooms not listed or described. Public address and various projection. | Future use of CCTV is under study. |
| - | | |
| Y | 18 rooms. Capacity from 300 to 1,739. Public address, projection and CCTV. | |
| Y | 7 rooms. Capacity from 279 to 800. Public address and projection. | "Hope to provide more small sections for freshmen and sophomore courses." |
| Y | One. Capacity 449. Charts and chalkboard. | Followed by small discussion sessions. |
| no decis | 10 lecture rooms. Capacity from 250 to 2,300. 7 lecture rooms have projection. | |

Large Lecture Section Questionnaire -- Ta

| Respondent | Under-Graduate Enrollment Reported | Lecture Sessions 250-500 | Lecture Sessions Over 500 | Very Satisfactory Adequate Inadequate | Plan to Continue |
|---|---|---|---|---|---|
| Hunter College | 9,731 | 0 | 0 | -- | - |
| University of Iowa | 9,769 | 11 | 5 | VS | Y |
| University of Kansas | 9,962 | 3 | 0 | VS | Y |
| Iowa State University | 10,491 | 21 | 0 | A | Y |
| University of Colorado | 10,939 | 11 | 1 | VS | Y |
| University of Tennessee | 11,216 | 2 | 0 | VS | Y |
| University of Pittsburgh | 11,235 | 19 | 0 | VS | Y |

aire -- Tabulation of Responses

| Plan to Continue | Facilities Available | Comments |
|---|---|---|
| - | | |
| Y | 6 rooms. Capacity from 250 to 850. Public address and projection. | |
| Y | One. Capacity 650. Public address and slide projection. | |
| Y | 5 rooms. Capacity each 300. 2 rooms. Capacity each 600. Public address and projection. | Large screen television would be desirable. |
| Y | 6 rooms. Capacity from 350 to 2,513. All audio-visual and demonstration facilities except CCTV. | New 500 seat. In Engineering Sciences. Will have CCTV. |
| Y | One. Capacity 297. Public address and projection. Small rooms accommodate under 100 with CCTV. Total 620. | CCTV capacity will be increased to 1,325 by addition of 8 new classrooms. (Each with capacity approximately 90.) |
| Y | One. Capacity 394. Public address and projection. | |

| Respondent | Under-Graduate Enrollment Reported | Large Lecture Section Questionnaire -- Ta | | | | |
|---|---|---|---|---|---|---|
| | | Lecture Sessions 250-500 | Lecture Sessions Over 500 | Very Satisfactory Adequate Inadequate | Plan to Continue | |
| New York University | 12,095 | 0 | 0 | -- | - | |
| College of the City of New York | 12,410 | 0 | 0 | -- | - | |
| University of Oklahoma | 12,924 | 7(app) | 0 | -- | - | 2 s |
| University of Florida | 13,000 | 32 | 5 | A | Y | C I |
| Southern Illinois University | 13,847 | 2[1] | 0 | (See Comment) VS | Y | 2 |
| Pennsylvania State University | 15,856 | 8 | 1 | VS | Y | M P |

onnaire -- Tabulation of Responses

| ry / e | Plan to Continue | Facilities Available | Comments |
|---|---|---|---|
| | - | | Some int. has been expressed in programming large lect. sec. but sheer lack of fac. will prevent this for some time to come. |
| | - | | Response indicates reservations about desirability of large lecture sections. |
| | - | 2 rooms. Capacities 282 and 330. | Experimenting with larger and larger classes. |
| | Y | One. Capacity 700 plus 12 classrooms, capacity from 100 to 500. | Large classes limited to freshmen and sophomore subjects. |
| nt) | Y | 25 rooms. Equipped with CCTV. | Many additional large sections are taught simultaneously in small groups by CCTV. Found to be highly successful. |
| | Y | Many rooms. Average capacity of 42. Equipped with CCTV. | Much experimentation with video tape and teaching machines. Enclosed study on CCTV teaching. |

| Large Lecture Section Questionnaire -- 1 | | | | | |
|---|---|---|---|---|---|
| Respondent | Under-Graduate Enrollment Reported | Lecture Sessions 250-500 | Lecture Sessions Over 500 | Very Satisfactory Adequate Inadequate | Plan to Continue |
| University of California (Berkley) | 17,768 | Some Undet. | Some Undet. | VS | Y |
| University of Michigan | 17,814 | (app) 32 | 0 | VS | Y |
| University of Washington | 17,848 | 18 | 2 | A | Y |
| University of Wisconsin | 18,711 | 8 | 1 | VS | Y |
| University of Illinois (Urbana) | 19,950 | 28 | 1 | A | Y |
| University of Minnesota | 27,495 | 29 | 4 | A. | Y |

lonnaire -- Tabulation of Responses

| ory e te | Plan to Continue | Facilities Available | Comments |
|---|---|---|---|
| | Y | 7 rooms. Capacity from 310 to 990. Three equipped with CCTV. All equipped with public address and projection. | |
| | Y | Various lecture halls and auditoria. Use no audio-visual aids. | Use of large sections is limited. |
| | Y | Rooms unspecified. All audio-visual facilities including CCTV. | All large lectures are broken down into small weekly quiz sections. |
| | Y | 10 rooms. Capacity from 400 to 800. Extensive audio-visual aids including CCTV and radio broadcasting facilities. | Have had large lectures for 50 years. |
| | Y | 12 rooms. Capacity from 250 to 1,936. Public address, projection and CCTV. | Trend seems to be toward more large sections. |
| | Y | 11 rooms. Capacity from 264 to 4,800. All rooms have slide projection. 2 have movie projection. 1 has CCTV. | Total undergraduate enrollment for St. Paul and Minneapolis campuses. |

Large Lecture Section Questionnaire -- Tab

| Respondent | Under-Graduate Enrollment Reported | Lecture Sessions 250-500 | Lecture Sessions Over 500 | Very Satisfactory Adequate Inadequate | Plan to Continue | |
|---|---|---|---|---|---|---|
| Ohio State University | 36,700 | 22 | 1 | A | Y | 5 to C |
| Boston University | -- | 0 | 0 | unclear | -- | O |
| Harvard University | -- | 0 | 0 | -- | -- | |
| Indiana University | -- | unclear | unclear | unclear | -- | |
| Summary:<br><br>37 Responses | | 29 have lectures over 250<br>14 have lectures over 500<br>6 have no lectures over 250<br>1 unclear | | 16 VS<br>11 A<br>2 unclear<br>7 no response | 27 Yes<br>1 undecided<br>9 no response | |

aire -- Tabulation of Responses

| Plan to Continue | Facilities Available | Comments |
|---|---|---|
| Y | 5 rooms. Capacity from 360 to 589. Projection and CCTV. | Total enrollment. Respondent did not provide under-graduate enrollment figure. |
| -- | One. Capacity 800. | Appears to divide large course enrollments into many small sections. |
| -- | | Sections rarely exceed 30 to 35 students. |
| -- | | |
| 27 Yes<br>1 undecided<br>9 no response | 10 schools use CCTV These include 8 of the 9 largest schools responding.<br>Of the remaining 20 schools 19 indicate they use nothing more than projectors and PA systems. | 5 schools indicate large sections are used only when followed by small discussion or lab sessions. |